



Angélica Infante-Green
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Enclosure 7a
June 18, 2019

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TO: Members of the Council on Elementary and Secondary Education

FROM: Angélica Infante-Green, Commissioner *A. Infante*

RE: Request for Endorsement of World Language Standards

The American Council on the Teaching of Foreign Languages (ACTFL) is the leading national organization in the development of World Language Standards. The organization was founded in 1967 and is dedicated to the improvement and expansion of the learning of all languages. Rhode Island educators have been using ACTFL standards to guide curriculum and instruction decisions for many years, though Rhode Island has never endorsed a set of standards for world languages.

The World-Readiness Standards for Learning Languages, developed by ACTFL, are applicable for all grade levels and speakers and create a roadmap for teachers and learners in developing language competency across the 5 goal areas (communication, cultures, connections, comparisons and communities). The endorsement of a set of world language standards will encourage a consistent commitment to world language study in Rhode Island.

RECOMMENDATION: THAT, the Council on Elementary and Secondary Education endorses the ACTFL World-Readiness Standards for Learning Languages as Rhode Island's World Language Standards.



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentation Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	